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ABSTRACT

The Hartford Public School District has set up and is maintaining three Intensive Reading Centers, each of which provides a 10-weeks reading program for first graders. The purpose of the program is to improve the reading achievement of disadvantaged children. Children in groups of 10 or 11 move from teacher to teacher at 50-minute intervals. They study in three areas per morning--decoding, basal reading or language development, and visual perception. The afternoon is spent at their home school in regular classes. An evaluation of the program showed that, in general, those children enrolled in the program made significant gains in reading. The program description, personnel, preservice and inservice training, facilities, busing, organization for instruction, activities, material and equipment, parent-community involvement, costs, selection process, and evaluation are included. (AI)

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Model Programs

Reading

Intensive Reading Instructional Teams
Hartford, Connecticut

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Model Programs

OE-30034

Reading

Intensive Reading Instructional Teams
Hartford, Connecticut

A team approach providing intensive reading instruction to disadvantaged first-grade children

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, they
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ts had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

The Hartford Public School District has set up and is maintaining three Intensive Reading Centers, each of which provides a 10-week reading program for first graders. A departmentalized structure for teamed reading instruction is used by teachers specializing in one of three areas--decoding, basal reading, and visual perception. Children in groups of 10 or 11 move from teacher to teacher at 50-minute intervals to receive instruction in each of the areas every day. At the end of the morning session, pupils return to their sending school where they receive afternoon instruction in other basic subjects.

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CONTEXT OF PROGRAM

Hartford, the capital of Connecticut, is an urban community covering 17.4 square miles with a metropolitan population of 885,000. The community is about 46 percent Negro, 38 percent

LOCALE

white, and 16 percent Puerto Rican. English is a second language to many Puerto Ricans in the community, and a nonstandard dialect is noticeable among the Negroes. Because of the number of poverty schools in Hartford, it is estimated that over 17,000 (1966 figure) poverty-area youngsters receive services under the State Act for Disadvantaged Children.

THE SCHOOL SYSTEM

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The Hartford Public Schools consist of 24 elementary schools and four high schools. A total of 27,639 students were enrolled in the schools in September 1969. Of the elementary schools, 11 are validated schools (ones in which the annual income per family per year is $4,000 or less) that are serviced by the Intensive Reading Instructional Teams (IRIT) program. All but three are in poor physical condition. They range in enrollment from approximately 300 to 1,800. Most comprise kindergarten through grade eight, but some comprise kindergarten through grade four or grade six. The average class size is 25, and the student-teacher ratio is 25 to 1. The average IQ of the students as measured by the Lorge Thorndike Test is about 90. The average cost to educate an elementary school student in 1968-69 was $856 per year.

SPECIAL FACTORS

The IRIT program was funded by the Government under title I ESEA and SADC (State Act for Disadvantaged Children) programs to provide disadvantaged students in the Hartford Public Schools with an intensive reading-language arts program during the academic year. It was felt that these children were not developing the basic skills necessary to become successful citizens and needed increased assistance in reading.

The IRIT program was started in 1965 at the fourth- and fifth-grade levels. It was designed to:

- Assist children in mastering the decoding process
- Develop each child's ability to read and comprehend
- Motivate the child to read independently

Two teams of instructors were located in two schools in the district. Each team consisted of a reading specialist and two reading teachers. Pupils reading below grade level, but having the potential for growth in an intensive reading program and the ability to work successfully within a group, were eligible for enrollment. A third team of instructors was added in January 1966. This team, along with the two existing teams, continued to

teach reading at the fourth- and fifth-grade levels. One group of third graders was also brought into the program on an experimental basis. The teams felt that working with this grade level also would be beneficial; but, due to lack of funds, third-grade participation in the program was discontinued. The last 10 weeks of the 1966-67 school year, a group of sixth graders was taught on an experimental basis. Working with this level was felt beneficial but was also discontinued. However, work at the fourth- and fifth-grade levels continued into 1967-68.

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In the spring of 1967-68, a pilot program involving the application of the IRIT approach to first-grade pupils was conducted. The studies indicated the advisability of early detection and treatment of potential reading disabilities. Significant gains in both word forms and word recognition were made. Thus, in 1968-69 the program shifted from the fourth- and fifth-grade levels to the first-grade level, and a preventive approach was initiated. The administrative personnel felt the need to help the children when their problems in reading first developed.

During its 5 years of operation (1965-70), the basic essentials of the IRIT program have remained rather constant. A

departmentalized structure has been used as the format for teamed reading instruction and the same equipment has been used. However, the length of the instructional cycle has varied between 6 and 12 weeks, with the optimum being 10 weeks; the program has moved to three rental facilities; and the grade range has varied. From 1965-68 the program was aimed at the fourth- and fifth-grade levels and from 1968-70 it was aimed at the first-grade level. During 1968-69 emphasis was on visual perception, and in 1969-70 both auditory and visual perception were emphasized. Each change in the program has been carefully thought out and tested. The program continues in 1970-71, but the budget has been cut and the centers may be relocated.

PROGRAM DESCRIPTION

SCOPE

The purpose of the IRIT program is to improve the reading achievement of disadvantaged, inner-city children from the validated schools. The program objectives describe the goals of the program:

- To assist teachers in the prevention of reading failures
- To investigate techniques and materials that can be used by teachers to make the teaching of reading more effective in the regular classroom
- To provide a lower pupil-teacher ratio in the sending school for the benefit of all the students
- To improve the self-image of pupils
- To promote an interest on the part of parents in the importance of school-home relationship

The program currently focuses on first-grade children who show evidence of delayed language development in an attempt to detect and provide for reading problems before they become too severe.

The program served 282 first-grade children in 1969-70. The children accepted for the program were 6 to 7 years old and at a preprimer reading level. All children were from low-income families. The ratio of boys to girls was 3 to 2, and the total enrollment was 85 percent Negro, 10 percent Puerto Rican, and 5 percent Caucasian. There were no physiological handicaps common to the children, but the centers found that most children were not having breakfast, so juice and crackers were made available after the first class in the morning. At one center milk, cereal, and juice were provided on an experimental basis before classes began; the children's attendance, attitudes, and attention spans improved as a result.

All but 1 to 2 percent of the children had attended kindergarten, and approximately 10 percent or less had been in Head Start. For 15 percent of the children, English was a second language. A nonstandard dialect contributed to many of the problems, and for this reason the language development area was emphasized. In 1968-69 one group, made up mainly of non-English-speaking children, was retained at a center for two consecutive cycles (each consisting of 10 weeks) because the level of language development was so low.

PERSONNEL

The IRIT program is headed by a full-time project director. As assistant to the district supervisor of reading, the project director has overall responsibility for planning, organizing, and promoting projects that are developed with State or Federal funds to provide reading and language arts services to disadvantaged children. Specific duties include assisting in staff recruiting and orientation, formulating evaluation procedures and preparing evaluation reports, requisitioning equipment and supplies, and serving as liaison between the project and the supervisor of reading, the directors of instruction, and the principals.

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When the program was started in 1965, the supervisor of reading chose two instructors from the Hartford Public Schools to be "team leaders." (In 1966 a third person was chosen in the same manner, with the assistant supervisor of reading--the project director--also helping in the selection.) The team leaders were chosen on the bases of their strong background in reading, their enthusiasm for this type of program, their excellent teaching records, and their ability to relate to others in a team approach. After the program's methodology was defined and the team leaders received inservice training, four reading teachers were chosen. (Two more were chosen in 1966.) The reading teachers were trained by the

team leaders, and salaries were paid during training. Major qualifications for the reading teachers were (1) certification in teaching but not necessarily specialization in reading and (2) the ability to relate to others in a team approach.

Each of the three teams has one reading specialist, two reading teachers, and one clerk-typist aide. The reading specialist serves as team leader in coordinating the team activities and teaches one of the instructional areas. The reading teachers are experienced classroom teachers with special strength in the area of reading, and they teach the other two instructional areas. The clerk-typist aide relieves the reading specialist and the reading teachers from clerical duties such as keeping attendance records, communicating with parents and the sending schools, correcting tests, preparing reports on students, mechanically preparing instructional materials, and assisting in the supervision of students when necessary.

The overall characteristics of the instructors in 1969-70 included the ability to relate easily with one another and to work under observation by visitors. All had master's degrees except two teachers who were in the process of obtaining them, and all

were young women. Two of the instructors were black and seven were white. The attrition rate among the instructors was low. Three of the instructors who had left the program were promoted to consultant jobs in the Hartford Public Schools. Absenteeism was also low. If an instructor was absent, a substitute teacher who was familiar with the program was brought in; in a rare case when no substitute teacher was available, the classes were divided between the other two team instructors.

Other personnel indirectly involved in the program included a district supervisor of reading, a research evaluator, a secretary, bus drivers from the sending schools, custodians, nurses, a doctor, and sending school teachers and principals who were involved in planning sessions with the centers.

PRESERVICE AND INSERVICE TRAINING

The inservice and special training of the instructors includes the following:

- Teams from all three centers hold a meeting once a month to exchange and update programs.

- Each team has inservice training sessions with the sending school to acquaint the school with the IRIT program.
- One representative from each of the teams (usually the team leader) meets with the supervisor of reading to discuss problems that may have arisen.
- An initial inservice training period lasting from 3 to 5 weeks is conducted by the particular team leader before an instructor is brought into the system.
- Team instructors meet with regular city instructors for inservice days, such as teacher conferences.
- The assistant supervisor of reading sends to the centers articles, brochures, etc., on the latest technology in reading and teaching and also orders many magazines on teaching.
- Different companies selling educational material are contacted and asked to demonstrate their latest equipment. All instructors attend these demonstrations.

The training activities are an outgrowth of one of the program objectives: "to investigate techniques and materials that can be used by teachers to make the teaching of reading more effective in the regular classroom."

FACILITIES

In 1969-70 the three reading centers--the Ann Street Reading Center, the Emanuel Reading Center, and the Garden Street Reading Center--were housed in rented facilities. The Ann Street Reading Center was located on the third floor of a very old building that also housed a program for kindergarten children. The Emanuel Reading Center was located on the third floor of another very old building and utilized the entire floor. Lighting was adequate, but rooms were small. The Garden Street Reading Center was located in the basement of what was formerly a Jewish school. Rooms were spacious, and lighting was good. The major problem in all of the facilities rented was wiring. Each time a center was chosen or relocated, the cost to rewire the center was approximately $500. Additional walls and fixtures were required for each center, and blackboards and repainting were always necessary. After-school vandalism was also a problem at one of the centers,

and one of the worst problems has been the continuing problem of where the centers would be located.

BUSING

Busing was required from all except one of the sending schools to the centers; this school was located across the street from a center. The children were bused to a center from their home school, being picked up at the time when the home school started its day. They were then dropped off at their home school at the same time the home school was being let out for lunch. Children were on buses an average of 10 minutes per day each way and traveled an average distance of 5 miles one way. Teachers and a clerk-aide provided supervision when necessary.

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ORGANIZATION FOR INSTRUCTION

The IRIT program employs a team approach to provide intensive, small-group reading instruction. Pupils, in groups of 10 or 11, move from teacher to teacher at 50-minute intervals. Each teacher specializes in one of three instructional areas. Within each area, an equal amount of time is spent in small-group and individual activities.

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The three instructional areas of reading are:

1. Language development (or basal reading) and enrichment

   This area concentrates on the development of oral communication and the improvement of vocabulary. Reading is considered as speech written down. Skills in listening and speaking are stressed. To develop good listening skills, children listen to tape recordings and records of favorite stories, following the stories in their books. The teacher also prepares special taped lessons and accompanying worksheets on letter sounds. To stimulate conversation between children, telephone instruments are used.

2. Decoding

   This area emphasizes letters, sounds, and the blending of sounds into words. The Sullivan materials, which present a code-emphasis method, and a variety of materials that stress letters and sounds (e.g., the McGraw reading books, the Merrill linguistic readers, the SRA

linguistic readers, and the Lippincott readers) are used. Pictures, repetition, and language masters are used to meet the need for a sight approach to reading.

3. Auditory and visual perception

This area focuses on training children to develop a comprehension of basic forms; to perceive size, shape, and both straight and curved lines; to discriminate visual and auditory stimuli; and to develop a good image of the body. This area also includes materials, for example the Frostig materials, and activities that focus on the development of handwriting skills and basic reading; physical activities to improve coordination, balance, flexibility, and rhythm; Montessori-type manipulative materials; and the individualization of instruction. To improve each child's self-image, small and full-length mirrors are used and a photograph is taken of each child. Units in grooming (each child is given a comb and a mirror), food, and self-improvement are also included in the program.

Rewards used in the program are praise, stars on work papers, reassuring physical contact, and a certificate of achievement awarded at the end of the cycle during a special program before principals, teachers, parents, and friends. The children feel that the juice and crackers are also a form of reward.

Children come to the centers only in the mornings. They return to their schools to receive afternoon instruction in other basic subjects. The afternoons at the centers are kept free for holding conferences and inservice programs with sending school teachers, planning each student's program cooperatively, preparing instructional materials, and investigating techniques and materials that could be used to make the teaching of reading to disadvantaged children more effective.

ACTIVITIES

Specific activities that take place in each of the three instructional areas are summarized by the team at the Ann Street Reading Center as follows:

Structured Readiness--Decoding

1. "Big Story Book" about the adventures of a lion and a tiger are used with a small group of children to learn:
   a. Twelve basic colors
   b. The names of the letters of the alphabet
   c. The sounds of the letters
   d. Words
2. Individual colorbooks are used to go along with the "Big Story Book"
3. Games and materials are used to reinforce the learning of letter names, etc.
4. Programed readiness books teaching letter sounds and words are used with the overhead projector, tape recorder, cassette recorder, and teacher

Auditory and Visual Perception

1. Tracing geometric forms and templates around cardboard and plastic forms and on prepared dittos

2. Drawing geometric forms freehand
3. Finding objects which are similar or different--geometric forms, animals, and things
4. Locating positions and directions by using charts and body motions
5. Creating predetermined patterns with pegs, geometric forms, and blocks, or presenting a problem involving completion
6. Recognizing and forming letters of the alphabet by using prepared ditto sheets, the language master, puzzles, charts, a plastic letter board, a flannel board, and the overhead projector

Enrichment and Language Development

1. Language development through the use of:
   a. Large pictures that show a scene or a situation
   b. Picture forms which can be moved about by the children

c. Real objects and pictures of objects to be talked about by the children

d. Large puppets of figure cutouts for acting out or telling a story

e. Toy telephones

2. Enrichment

a. Listening to rhymes

b. Listening to and saying words that rhyme, using objects or pictures

c. Listening to tape recordings

d. Using language master alphabet cards

e. Using workbook pages and ditto pages to increase listening and oral language skills

f. Playing letter recognition games

3. Literature

   a. Listening to stories and poems read by teacher

   b. Following along in books while listening to records

   c. Discussing events in a story

   d. Illustrating or talking about a favorite part of a story

A number of other activities have been particularly successful in helping the first-grade children. These include the following:

- A weekly newspaper was prepared by each center from individual contributions of youngsters. It included activities to be completed by the youngsters at home and was distributed to the sending schools, to pupils' homes, and to administrators.
- Various instructional booklets were developed and published by each center. One of these dealt with creative teaching techniques to implement the Sullivan program.
- New language master games that improved skill in visual and auditory discrimination were developed.

- Overhead projectors and tape recorders using original material were often used by the children.
- Original phonics tapes and accompanying worksheets were developed and used with the Behavioral Research Laboratories material.
- A worksheet of "ideas" or exercises for helping the child become more interested in reading was taken home to the parents by the child; and mimeographed materials involving a picture to color, letter recognition and/or construction, and spatial recognition were available to the parents for the child when they visited the center.
- An IRIT open house provided parents with an understanding of the program and emphasized the necessity for continued parent-teacher cooperation.
- Parent kits were developed to be sent home with each child at the end of the 10-week program. These were boxes that contained alphabet cards, hints on developing language activities at home, a list of possible places to visit on weekends or during the summer, and broken crayons for

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coloring. Parents were encouraged to help their child at home by using these kits.

MATERIALS AND EQUIPMENT

The inventory of educational equipment for one reading center is as follows:

- 1 manual typewriter
- 1 electric typewriter
- 2 typewriter tables
- 1 Thermofax copier
- 3 overhead projectors
- 1 overhead projector with tachistoscope
- 2 rolling tables
- 1 spirit duplicating machine with table
- 1 four-drawer file cabinet
- 4 two-drawer file cabinets
- 16 language masters
- 3 tape recorders
- 2 record players
- 3 filmstrip projectors
- 1 large projection screen
- 1 small projection screen
- 7 filmstrip previewers
- 11 junction boxes

- Language master cards: phonics series, blank card sets, word learning picture series, language simulation series
- Keystone slides: Dolch basic sight vocabulary, Dolch nouns, Dolch phrase sentence series, Knipp phraser sentence series
- 33 head sets
- 1 tape splicer
- 15 patch cards
- 4 extension cords
- 1 Audio-flash machine
- 5 cassette recorders
- 6 cassette players
- Additional language master cards and books
- 1 controlled reader (at one center only)

Materials used at each of the centers include the following:

- *Readiness in Language Arts*, Behavioral Research Laboratories, Palo Alto, Calif.
- *I Can Read* series, Behavioral Research Laboratories, Palo Alto, Calif.
- Bank Street readers, Macmillan, New York, N.Y.

- Sullivan programed readers, McGraw-Hill, Manchester, Mo.
- Learning Activities workbooks, American Book Company, New York, N.Y.
- Lippincott readers (Reading Goals), J. B. Lippincott Company, Philadelphia, Pa.
- Merrill linguistic readers, Charles E. Merrill Publishing Co., Columbus, Ohio
- Reading labs, Science Research Associates, Chicago, Ill.
- Frostig materials (development of visual perception material), Follett Publishing Company, Chicago, Ill.
- *Sights and Sounds* program, Random House School & Library Service, Inc., New York, N.Y.
- *Think, Listen and Say Program*, Eye Gate House, Inc., Jamaica, N.Y.

In addition to the above materials, many teacher-made materials are used. These include the following: study scopes, puppets, cassettes, phonic sheets, reading books, teacher-made language master tapes, simplified version of a book with the same

vocabulary being taught in the sending schools (developed by working with the sending schools).

Each center also has several hundred books and a variety of games. The materials used cover several grade levels in order to be appropriate for many different children.

PARENT-COMMUNITY INVOLVEMENT

The IRIT program tries to establish a good home and school relationship with the parents in the community. Before the students enter the program, conferences are held with parents. An open house is also held for each group of students with their parents in order to give them an opportunity to become familiar with the program. Parents are encouraged to make weekly visits to the center and to take home materials to use with their children in support of the program.

The Garden Street Reading Center gives parents the following list of suggestions:

Here are some ideas to help your children become more interested in reading:

*Read short stories to them.

*Read poems to them. Have your child repeat the rhyming word.

*Let them make up a story about a picture from a book or a magazine.

*Allow them to cut pictures out with scissors to make a scrapbook.

*Point out signs to them. Let them repeat what the signs say, such as STOP, GO, WALK, BUS STOP, EXIT, DRUGSTORE.

*Let them draw pictures and color with crayons.

*Let them help with simple jobs at home.

*Help them learn to listen by giving them simple directions.

*Talk with your child about what you see when you go to the store, go for a walk, or go visiting.

One problem encountered in the parent aspect of the program has been the difficulty in communicating with the non-English-speaking parents.

COSTS

Some of the expenditures in initiating this program in three centers in 1965-66 were:

- Rent and maintenance of buildings
- Remodeling and wiring costs (wiring costs would not be encountered in a newer building with many wall outlets and heavy duty wiring)
- Administrator's, teachers', and clerical salaries
- Instructional supplies and equipment
- Transportation
- Snacks for children
- Office supplies and equipment

Approximately $40,000 was spent on materials and equipment the first year of operation.

SELECTION PROCESS

For selection purposes, because of the large number of children from any one validated school needing the program, it was necessary to develop a criteria selection sheet. This sheet is sent to each sending school, and the teachers use the following criteria in recommending those children whom they feel will benefit from the program: (1) The children are required to be from first-grade classes and from the middle or low expectancy group of pupils. (2) It is also desired that they be able to adjust to the team organization. From the lists of children supplied by the sending schools, the reading center instructors select from each school 33 children for each center. Due to the limited space in the facilities, no center accepts more than 33 students per cycle; and each school, regardless of enrollment, is allowed the same number of children in the program. The final decision on selection is based on students' records, parent cooperation, and test scores, after which a meeting is set up with the principal of the sending school and the parents to discuss the program. The team at each center then subdivides the pupils into three groups to receive instruction on a departmentalized basis successively in each of the three areas. The dropout rate from the program has been very slight, and any attrition has been from those students moving out of the area.

EVALUATION

In 1968-69 it was hypothesized that average group gains of about 1 year could be obtained by children in both the decoding and comprehension areas after the 10-week program. The instructional staff felt that the usual measures of group reading achievement were not appropriate for disadvantaged first graders and that mastery of the initial reading skills taught in the program would be a valid measure of a child's academic potential. Therefore, instruments other than pretests and posttests of reading achievement were indicated. The Peabody Picture Vocabulary Test (PPVT), which is administered on a citywide basis to all kindergartners and which produces a vocabulary-oriented measure of mental ability, was chosen as a baseline; and the Primary Mental Abilities (PMA), 1962 Revision, which also gives a measure of language-oriented mental ability when used as a group reading test, was chosen as the end-of-cycle test. However, the district reading department questioned the use of PMA as a measure of reading achievement and recommended the Metropolitan Reading Readiness Test instead. (This was used in 1969-70.)

The results of the evaluation of the 1968-69 program in each of two 10-week instructional cycles were summed up by the district as follows:

> Significant mean reading gains were recorded, by group, for the majority of the primary grade pupils who had been enrolled in the program. These gains, which appeared greatest when the Primary Mental Abilities was used as the testing instrument, were considered to be a valid indication of school ability by members of the reading team staffs.

More subjective data were also collected. A questionnaire was distributed to parents in 1968-69 and the 386 responses were tabulated and analyzed. The district summed up the evaluation by parents as follows:

> Parents continued to be pleased with the IRIT program and generally reported that the instruction seemed to be helping their children.

Evaluation forms were also distributed to all regular classroom teachers sending children to the program in 1968-69. The district's conclusion concerning the responses on these was:

> While teachers were generally favorable to the program, there was some indication that neither an improvement in achievement nor in adjustment was immediately evidenced by some children upon their return to the regular reading program.

For the 1969-70 school year, the second full year the program operated for first graders, one of the behavioral objectives was: The pupils will gain in reading achievement as indicated by the Metropolitan Reading Readiness Test (MRRT) with positive results. The MRRT was administered at the beginning and the end of each 10-week cycle. It was felt that the previously used Peabody Picture Vocabulary Test did not really identify initial reading disability or predict initial reading achievement. A test of letter knowledge developed by the district reading department was also used. A comparison of pre- and post-MRRT scores was made.

Although a control group was not available for comparison, the district felt that the figures obtained indicated substantial mean

achievement gains. The gains on both the MRRT and the letter knowledge test exceeded the stated level of confidence, being significant at the .01 level.

The reading gains of boys and girls were also analyzed and followed the same pattern as for the total group. On both the MRRT and the letter knowledge test the gains of both boys and girls were significant at the .01 level.

A third analysis was done to see if there were achievement differences that could be attributed to sex. It was concluded that the minor differences found were not significant. In another analysis it was concluded that age also had little impact on IRIT reading achievement.

In light of all of the 1969-70 test data, the district concluded that the IRIT program produced statistically significant reading changes for the validated first-grade children who participated. Even though the accomplishment of the program's many behavioral objectives was not systematically tested, it was felt that most children who successfully completed the 10-week cycle probably achieved a majority of the objectives.

Subjective evaluations of the program were received from parents and teachers during 1969-70. Parent evaluation sheets were distributed at the end of each cycle to the parents of the children involved, and teacher evaluation sheets were distributed to the sending school teachers. Responses from parents indicated that (1) the majority of children enjoyed attending the program, (2) about two-thirds of the parents helped their children with the weekly IRIT newspaper, and (3) about 60 percent of the parents visited the program. In general, the teachers noted a change in the children's readiness skills and felt that they had an improved attitude toward reading. Concerning pupil attention span and overall behavior changes, teacher reactions were mixed. Comments received from both parents and teachers mentioned the children's increased interest in books, newspapers, and magazines.

The children themselves were happy they were chosen to be in the program. The approach was to let each child feel that he was chosen because he was special and important. The program director stated that this approach worked quite well because children not in the program wanted to be included and some attempted to get on the bus. According to comments made by the sending school teachers, the self-images of some of the children seemed to improve, an indication that one of the program objectives was accomplished.

In order to maintain the gains made by the children, teachers felt a need for closer correlation of the IRIT program with the sending school program. Although communication with the teachers from some of the sending schools was difficult, it was felt that such communication should be encouraged and improved upon. Providing the sending school teachers with released time to observe the IRIT program was also recommended. Instructional practices and materials that the instructors felt would enhance the program were (1) moving more toward individualized instruction of the child, (2) allowing center teachers to visit other reading programs, (3) introducing the Miami linguistic materials into the program, and (4) possibly having the children do more creative writing.

Future evaluation plans for the program include an objective-related test program, the use of appropriate control populations, and followup studies of achievement. The project director also reported a critical need for a test that would reflect the real achievement and potential of the inner-city child.

For Further Information

To obtain additional information about the program or make arrangements to visit, write to:

Mrs. M. Beatrice Wood
Assistant Supervisor of Reading Instruction and Project Director
Hartford Public Schools
249 High Street
Hartford, Connecticut 06103
(203) 527-4191, Ext. 296

The Bradley International Airport is located 15 miles north of Hartford, and there is taxi or limousine service to the city. There are also four car rental agencies located at the airport.

There is a hotel located in Constitution Plaza 1 mile from the Hartford Public Schools administration offices and approximately the same distance from one of the reading centers. Two motels are located on both the north and south ends of Hartford off Highway Intrastate 91, and one is located in East Hartford.

GPO : 1971 O - 426-157

MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Follo
of these programs, their location, and a short descriptive state

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading Ins
  A team approach p
  struction to disa

- Elementary Reading Ce
  Centers which pro
  instruction for e
  and reading resou

- School-Within-A-Schoo
  A program for low
  grade students to
  reading skills an
  attitudes toward

- Remedial Reading Prog
  A small-group rem
  for Mexican-Ameri

- Yuba County Reading-
  A two-part progra
  teacher training
  skills.

Seven programs included in the first *Model Program* series--on childhood education
promising reading programs. These are the Interdependent Learner Model of a Foll
N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C.,
Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center fo
Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; and

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High School Reading Program, Chicago Heights, Ill.
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gh individually prescribed study in specific
nt areas.

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.

- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.

- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.

- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.

- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

programs included in the first *Model Program* series--on childhood education--were also identified as sing reading programs. These are the Interdependent Learner Model of a Follow Through Program, New York, Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., DOVACK Reading Program, cello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center for Reading Instruction, Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; and Project PLAN, Parkersburg, W.Va.